

Strategy Name: **Word Wall**

The purpose of a word wall is to have a functional academic word list that assists student understanding of or ability to discuss concepts or topics. Beyond being a list of words, teachers and students refer to it and use it in instruction.

What it looks like

1. Teacher and/or colleagues decide on a set of words.
2. These words are placed on a designated word wall area. Their arrangement is planned to emphasize their relationship, meaning, or type of word.
3. Teacher regularly uses the word wall in instruction

Essential elements:

- ☺ Words are large enough to read
- ☺ Words are accompanied by something that indicates meaning
- ☺ Words are placed or arranged in a way that indicates relationships
- ☺ Word wall is a regular part of instruction
- ☺

Variables:

It is our feeling that these questions are better decided by department rather than whole staff.

- ☺ What kind of words will the department focus on (Tier 2, Tier 3, or both)
- ☺ How many words and how frequently (per week? unit? benchmark?)
- ☺ How is meaning shown for each word (pictures, synonyms, definitions, ???)
- ☺

Possible variations within this strategy:

- ? How a teacher connects the word wall to daily instruction
- ? How words are entered on the wall (created by students or teacher)
- ? How students are encouraged to use/supported in use of words
- ? How the words are arranged on the wall
- ?

| Word type | Possible terms to describe them in the classroom | Examples |
|-----------|--|--|
| Tier 2 | Academic vocabulary; words that connect ideas; power | represent, consequently, on the other hand, aspect, results, derive, tend, text, correspond |
| Tier 3 | Content-specific words; words that name ideas; precision | imagery, igneous, photosynthesis, reciprocal, revolution, caravan, ordered pair, subjunctive |